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ABSTRACT

The second in a series of 16 self study and evaluation guides for accreditation of agencies serving the blind and visually handicapped focuses on the school profile. Among items considered are organizational patterns, followup studies, staff assignments and certification, information on handicapping conditions in addition to visual impairment, ages of students, and relationships with other organizations. (CL)

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Section B-2

SELF-STUDY AND EVALUATION GUIDE | 1979 Edition

School Profile

NATIONAL ACCREDITATION COUNCIL
For Agencies Serving the Blind and Visually Handicapped
79 Madison Avenue
New York, N.Y. 10016

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Huesten Collingwood

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

EC 11 34 30

INSTRUCTIONS

This booklet contains instructions for preparing a packet of informative data and materials as part of the complete self-study report submitted to the National Accreditation Council (NAC) for purposes of applying for accreditation or reaccreditation. The resulting packet comprises "Section B-2, School Profile" of the total self-study report.

The purpose of assembling this packet is to provide basic information about the school for convenient, advance study by members of the on-site review team. Before the on-site visit, NAC sends each team member a loose-leaf workbook containing a copy of the school profile packet along with other information and materials for advance study.

Much of the information called for in this booklet probably already is available at the school in suitable form. Whenever possible, use of existing printed materials and charts or tables is encouraged so long as they are up to date. If statistical data are regularly compiled and reported in tables or charts somewhat different from these suggested, the existing materials may be used.

It is very helpful if the packet of materials that is developed fits easily into a standard, three-ring binder. NAC uses such binders to make up the workbooks for on-site review team members. Frequently, existing materials can be "cut and pasted" to make a master copy in 8½ X 11 inch size which can be duplicated fairly easily by an office copying machine. The use of fold-out pages and inclusion of small pamphlets are satisfactory when not overly cumbersome for the reader.

A cover page should be prepared for the completed packet labeled as follows:

SECTION B-2

SCHOOL PROFILE

The school should retain the master copy of the completed packet and send three duplicates to NAC as part of the initial shipment of the complete self-study report. Later, when the number of on-site review team members has been determined, NAC will request the needed additional copies of the packet so that each team member can have one ahead of time.

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National Accreditation Council
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SELF-STUDY AND EVALUATION GUIDES

This self-study and evaluation guide is designed to be used in combination with other guides, listed below, available from the National Accreditation Council. An organization undertaking a self-study in applying for accreditation needs to use the following. *A*, either *B-1* or *B-2*, all *C* sections, those *D* sections for the services provided, an *E* form for certain staff members and *F*.

Section	Title and Edition
A	*Manual of Procedures (1979)*
B-1	*Agency Profile (1979)*
B-2	*School Profile (1979)*
C-1	*Function and Structure (1977)*
C-2	*Accounting for Services and Finances (1976)*
C-3	*Personnel Administration and Volunteer Service (1968)*
C-4	*Physical Facilities (1975)*
C-5	*Public Relations and Fund Raising (1968)*
D-2A	*Orientation and Mobility Services (1977)*
D-2B	*Orientation and Mobility Services (Dog Guide Programs) (1968)*
D-3	*Rehabilitation Centers (1968)*
D-4	*Workshop Services (1976)*
D-5	*Social Services (1968)*
D-6	*Vocational Services (1976)*
D-7	*Production of Reading Materials (1970)*
D-8	*Rehabilitation Teaching Services (1977)*
D-15	*Preschool Services (from Birth to Six) (1979)*
D-16	*Other Service Program (1979)*
D-20	*Curriculum Planning and Evaluation (1979)*
D-21	*Program for Multihandicapped Students (1979)*
D-22	*Program for K-12 Students (1979)*
D-23	*Program for Independent Living (1979)*
D-24	*Educational Resources Program (1979)*
D-25	*Leisure Education (1979)*
D-26	*Residential Living Program (1979)*
D-27	*Health Services (1979)*
D-28	*Educational Diagnostic and Counseling Services (1979)*
E	*Individual Staff Member Information Form (1977)*
F	*Evaluation Summary and Report (1979)*

Sections *D-2A* through *D-8* are applicable primarily to "agencies" and *D-20* through *D-28* primarily to "schools." *D-15* is used for preschool services in any setting. Similarly, *D-16* is used by all organizations for services for which NAC does not have specific standards such as radio reading service or special summer program.

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CONTENTS

Instructions . . . . . inside front cover

Self-Study and Evaluation Guides iii

Standards Personnel iv

Acknowledgments vi

Contents of the Completed Report

1. Statement of Philosophy of Service 1
2. School Profile 1
3. Community Profile 10
4. Members of Self-Study Coordinating Committee 14

ACKNOWLEDGMENTS

This self-study and evaluation guide was developed as part of a two year project to revise and update the *Self-Study and Evaluation Guide for Residential Schools* published in 1968 by the National Accreditation Council (NAC). The Commission on Standards, under whose purview NAC conducts standards projects, was fortunate in being able to benefit from the volunteer services of Dr. Geraldine T. Scholl, a member of the Commission and the principal consultant for the 1968 *Guide*, who chaired this project and its Coordinating Committee.

A small subcommittee co-chaired by William J. McConnell and Charles C. Woodcock developed the initial draft of this section to serve as a replacement for the 1968 *Section B, School and Community Profile*. Assisting them were Larry Baker and Don Walker. The initial draft was prepared in April 1977 and reviewed and refined in June of that year by the Coordinating Committee which authorized the preparation of the national review draft.

Six schools for the blind field tested this draft in the Fall of 1977 by using it in realistic self-studies conducted according to NAC's regular procedures. Much appreciation is extended to the following schools which completed the field tests: Department for the Blind, Florida School for the Deaf and the Blind; Mississippi School for the Blind; New York Institute for the Education of the Blind; St. Joseph's School for the Blind, Jersey City, New Jersey; the Virginia School at Hampton and the Wisconsin School for the Blind. Additionally, two other schools utilized this national review draft in self-studies conducted during the 1977-78 school year.

Comments and suggestions for improving the draft were received as a result of the field tests. Then, in the Spring of 1978, extensive revisions were made and reviewed by the Coordinating Committee. The Coordinating Committee recommended to the Commission on Standards that the draft be approved.

The Commission on Standards in November 1978 reviewed *Section B-2* for consistency with NAC's standards and recommended its adoption. The Commission on Accreditation studied the kinds of data called for in this section for consistency with its governing Policies. In December 1978 it approved *B-2* for use in accreditation.

Sincere appreciation is extended to the following foundations whose financial support made the project possible:

The Bodman Foundation, New York, New York;
The J. M. Foundation, New York, New York;
M. D. Anderson Foundation, Houston, Texas;
The New York Community Trust, New York, New York;
Sunnen Foundation, St. Louis, Missouri.

Assistance to the Coordinating Committee and project subcommittee was provided by NAC staff. In particular, Dr. Richard W. Bleecker served as project director. The project administrator and general editor was Huesten Collingwood.

SCHOOL PROFILE

CONTENTS OF THE COMPLETED REPORT

1. STATEMENT OF PHILOSOPHY OF SERVICE

The first item in the completed packet of materials is a copy of the school's statement of philosophy of service.

Guidelines for preparation of this statement are contained in *Section A, Manual of Procedures.*

2. SCHOOL PROFILE

2.1 SCOPE

Certain available documents or publications and data regularly compiled by the school are particularly helpful in orienting team members. Two types of materials are requested: copies of, or extracts from, documents or publications; and tabular data. Specific materials are listed below in the order in which they should be inserted after the statement of philosophy of service.

2.2 DOCUMENTS AND PUBLICATIONS

2.2.1 Map or Diagram of Campus. Buildings should be identified to assist team members in getting around the school.

2.2.2 Different Facilities. List the name, address and services provided by each separate school facility not located on the main campus. If such facilities are extensive, maps or diagrams are helpful.

2.2.3 Authorizing Instruments. Copies of, or key extracts from, the basic legal instruments establishing the school such as enabling legislation, judicial opinions, regulations or executive orders, the charter, articles of incorporation and bylaws.

2.2.4 Basic Eligibility Criteria. List of the basic criteria for determining eligibility for service (such as age, extent of visual impairment or multihandicapping conditions, learning capacity, etc.) and their source (authorizing instruments cited above, written policy observed by the organization or unwritten practices which are followed).

2.2.5 History. A brief history of the school.

2.2.6 Governing Authority. The list of officers and members of the school's governing body. If the school is a unit of a larger organizational entity and functions under a designated higher position, give the name and title of the person in that position, the position's place in the "chain of command" of the larger entity, and the name and a list of officers and members of the general advisory committee to the school.

2.2.7 Organizational Chart. A current chart of the school's organizational structure as officially approved by the governing authority.

2.2.8 Long Range Plan. The current long range plan.

2.2.9 Annual Plan. The school's program and financial plan for this fiscal year.

2.2.10 Annual Program Plan of the State Education Agency. Those parts, specifically pertaining to the school for the blind, of the current annual program plan submitted by the State department of education to the U. S. Office of Education.

2.2.11 Summary Financial Statements. The official or audited summary financial statements for the last fiscal year including the following or their equivalents:

2.2.11.1 Statement of Support, Revenue and Expenses and Changes in Fund Balances;

2.2.11.2 Statement of Functional Expenses; and

2.2.11.3 Balance Sheets.

(Note: if these statements are included in the latest annual report to the public as called for in item 2.2.12 below, they need not be included separately here.)

2.2.12 Annual Report to the Public. A copy of the school's most recent annual report to the public.

2.2.13 Certification Provisions. A copy of the applicable State provisions for certification of school personnel including teachers, administrators, nurses, houseparents and other affected staff.

2.2.14 Active Bargaining Units or Unions. If any employees are organized for purposes of collective bargaining, list the name of each such bargaining unit or union and the numbers and types of employees each represents (e.g., teachers, maintenance workers).

2.2.15 Descriptive Brochure. A copy of the basic descriptive pamphlet(s) about the school.

2.2.16 Class Periods. Include class periods, both elementary and secondary.

2.2.17 Follow-up Studies. Summary of findings of the most recent follow-up study of former students or other procedures employed to assess service effectiveness. Note the frequency with which such studies or other assessment are made.

2.3 TABULAR DATA

2.3.1 Length of Service of Teachers at This School. Include data about how long full time teachers have been employed at the school.

SAMPLE TABLE

Number of Years Teachers Employed at This School	Number of Full Time Teachers
less than 1	____
1-3	____
4-10	____
11 and over	____
TOTAL (unduplicated count)	____

2.3.2 Turnover of Teachers Last Year.

Number of "new hires" ____ Number of terminations (for all causes) ____

2.3.3 Personnel Utilization by Vision Status. Information is requested on the numbers and vision status of persons actively involved in all key aspects of the school's operations (excluding students).

SAMPLE TABLE

Type of Personnel Utilization	Number of Persons: Legally Blind	Other Visually Handicapped	All Others	Total
VOLUNTEERS				
Members of Governing Body (Board of Trustees)	____	____	____	____
Members of General Advisory Committee	____	____	____	____
Members of Other Committees	____	____	____	____
Other Volunteers	____	____	____	____
FACULTY AND STAFF				
Full Time Employees	____	____	____	____
Part Time Employees	____	____	____	____
TOTAL (unduplicated count)	____	____	____	____

2.3.4 Staff Assignments and Certification. Indicate the number of part time and full time staff according to their primary work assignments. For full time staff, indicate how many hold at least one valid certificate (license or registration) to practice the specialty corresponding to their primary work assignment. Indicate whether the staff hold state licenses, national certificates (e.g., AEVH and AAWB) or both. Count each person by only one category.

SAMPLE TABLE

Primary Work Assignment	Part Time Staff Members	Full Time Staff Members			
		Total Full Time	Certified		
			State Only	National Only	Both State & National
Administrators	____	____	____	____	____
Supervisors or coordinators	____	____	____	____	____
Elementary academic teachers	____	____	____	____	____
Secondary academic teachers	____	____	____	____	____
Teachers of multihandicapped	____	____	____	____	____
Special subject teachers	____	____	____	____	____
Orientation-mobility specialists	____	____	____	____	____
Houseparents	____	____	____	____	____
Aides or paraprofessionals	____	____	____	____	____
Counselors	____	____	____	____	____
Social workers	____	____	____	____	____
Speech or language specialists	____	____	____	____	____
Occupational therapists	____	____	____	____	____
Physical therapists	____	____	____	____	____
Nurses	____	____	____	____	____
Secretaries and clerks	____	____	____	____	____
Food service staff	____	____	____	____	____
Custodians-maintenance staff	____	____	____	____	____
Other (specify)	____	____	____	____	____
TOTAL (unduplicated count)	____	____	____	____	____

2.3.5 Residence Status of Students. Indicate how many current students are considered residents and how many live elsewhere and attend day classes at the school.

Residents _____ Day students _____

2.3.6 Reasons for Leaving School. For the past 12 month period, or other specified period for which the school has recorded significant data, indicate the number of students who have left the school and the reasons for leaving.

SAMPLE TABLE

Reasons for Leaving (from through)	Number of Students
Transferred to another special school for blind and visually handicapped students	_____
Transferred to day school program in home community	_____
Transferred to nearby day school program in this school's community	_____
Transferred to other agency serving multihandicapped persons	_____
School education completed	_____
Left to pursue further academic education	_____
Left to pursue further vocational education or training	_____
Other (specify)	_____
TOTAL students who left school (unduplicated count)	_____

2.3.7 Visual Acuity of Students. Attach data about the visual acuity of the student body in a suitable format used by the school, or as follows:

SAMPLE TABLE

Visual Acuity or Other Classification (specify)	Number of Students
Total blindness and light perception only	_____
Other legally blind	_____
Visually handicapped but not legally blind	_____
Not visually handicapped	_____
TOTAL number of students (unduplicated count)	_____

2.3.10 Handicapping Conditions in Addition to Visual Impairment. Include data about additional handicapping conditions found among students. Because a person may have more than one condition, the total number of handicaps can exceed the number of students. Indicate those instances when the specific conditions are suspected and when they have been diagnosed by appropriately qualified specialists.

SAMPLE TABLE

Handicapping Conditions	Number of Students		
	Suspected	Diagnosed	Total
Speech Disorders	____	____	____
Language Disorders	____	____	____
Deaf-blindness	____	____	____
Other Hearing Impairments	____	____	____
Cerebral Palsy	____	____	____
Epilepsy	____	____	____
Diabetes	____	____	____
Orthopedic Defects	____	____	____
Mental Retardation (severe)	____	____	____
Mental Retardation (moderate, trainable)	____	____	____
Mental Retardation (mild, educable)	____	____	____
Emotional Disturbance	____	____	____
Specific Learning Disabilities	____	____	____
Other (specify)	____	____	____

2.3.11 Causes of Visual Impairment. Include data about the principal causes of eye disorders of students either by site and type of affection or by etiology. If the school does not have its own form to attach for this purpose, the following may be used. Count each student only once.

SAMPLE TABLE

Site and Type of Affection	Number of Students: Specific Causes	Subtotals
EYEBALL IN GENERAL		____
Glaucoma	____	
Anophthalmos	____	
Albinism	____	
Myopia	____	
Multiple anomalies	____	
Other	____	
CORNEA		____
LENS		____
Cataract	____	
Other	____	
UVEAL TRACT		____
Chorioretinitis	____	
Aniridia	____	
Other	____	
RETINA		____
Retrolental fibroplasia	____	
Macular and retinal degeneration	____	
Retinoblastoma	____	
Retinitis pigmentosa	____	
Other	____	
OPTIC NERVE, PATHWAY AND CORTICAL VISUAL CENTERS		____
Optic nerve atrophy	____	
Nystagmus	____	
Other	____	
OTHER SPECIFIED		____
UNKNOWN		____
TOTAL number of students (unduplicated count)		____

2.3.8 Student Enrollment Trend. Include data on student enrollment by grade or other classification as of the opening of the current school year and for each of the past five years.

SAMPLE TABLE

Grade or Other Classification	Number of Students Enrolled at Start of School Year					
	Current Year	1 Year Ago	2 Years Ago	3 Years Ago	4 Years Ago	5 Years Ago
Preschool						
"Postgraduate"						
TOTALS						

2.3.9 Age of Students by Grade or Other Classification

SAMPLE TABLE

Grade or Other Classification	Age (at opening of current school year)																			
	3 or less	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21 or more	Totals
Preschool																				
"Postgraduate"																				
TOTALS																				

3. COMMUNITY PROFILE

3.1 PURPOSE

In the final part of the packet, information is sought about the primary geographic area served by the school, population characteristics and the school's relationships with other key agencies and services.

3.2 AREA SERVED

Describe the primary geographic area served by the school (state or region). If out-of-state or foreign students are enrolled, enter the number of students from each such political entity, including the primary area.

3.3. POPULATION DATA

3.3.1 Major Demographic Considerations. Indicate the total population of the State or region served by the school. Describe important population characteristics which have an impact on the school. Such considerations might be the number of cities in the area served, the rural/urban distribution of the population, projected changes in size, distribution or other characteristics of the population. Descriptive data on the State or regional economy also is helpful.

3.3.2 Estimated Number of Children who are Blind or Visually Handicapped. For the area served by the school, give the best estimates available of the number of children according to the age categories suggested. Cite the source(s) and dates of these data.

SAMPLE TABLE

Age Groups	Served by the school	Served by local education agencies	Known to be served elsewhere	Estimated to be unserved	Estimated totals
Preschool					
Elementary age					
Secondary age					

Source and date of data _____

3.3.3 Register of Blind Persons. If a statewide or other register of blind persons is maintained or available to the school, include the key data drawn from it.

3.4 RELATIONSHIPS WITH OTHER ORGANIZATIONS

Identify and describe the nature of the relationships maintained with the other principal services, agencies, schools or groups which provide direct or indirect services to blind and visually handicapped children and youth within the school's service area. Give the name and location of each organization, its chief administrator and the name and position of the person with whom the school works most closely. Indicate the school's key relationships with each such as: provide or purchase services on contract, serve as joint sponsor of a program, serve as a student placement setting for professional education, receive support from, etc.

3.4.1 State Education Agency

3.4.2 State Vocational Rehabilitation Agency for the Blind

3.4.3 State or Regional Instructional Materials Center

3.4.4 Library for the Blind and Physically Handicapped

3.4.5 Radio Reading Service for the Blind

3.4.6 Other Voluntary Agencies for the Blind

3.4.7 Low Vision Clinics

3.4.8 Health Care. Include hospitals and clinics or other community health care facilities which are utilized by students

3.4.9 Parent Organization and Alumni Association

3.4.10 Other Organizations of Blind or Other Visually Handicapped Persons. Include the names and locations of the presidents of statewide affiliates as well as local chapters in the school's immediate community.

3.4.11 Lions, Delta Gamma and Comparable Service Clubs

3.4.12 Professional Schools. Identify those schools within the State or other relatively nearby area which have professional schools in special education of the blind and visually handicapped, the severely/profoundly handicapped, orientation and mobility, school social work or other fields related to the school's programs.

3.4.13 Other. Specify any other community resources with which the agency maintains important relationships.

4. MEMBERS OF SELF-STUDY COORDINATING COMMITTEE

The last page should identify the members of the self-study coordinating committee and the date it approved the entire packet of materials described in this section.

SUGGESTED FORMAT

Name	Identification (job title, board member, consumer, etc.)
Chairman: _____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Date this section approved by the Coordinating Committee _____

Name of agency _____

NATIONAL ACCREDITATION COUNCIL

For Agencies Serving the Blind and Visually Handicapped

79 Madison Avenue New York, N. Y. 10016 212 683-8581

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(Effective January 1, 1979)

I.	INDIVIDUAL SELF-STUDY AND EVALUATION GUIDES	Price	Quantity	Amount
A	Manual of Procedures (1979)	$1.00		
B-1	Agency Profile (1979)	1.00		
B-2	School Profile (1979)	1.00		
C-1	Function and Structure (1977)	1.50		
C-2	Accounting for Services and Finances (1976)	1.50		
C-3	Personnel Administration and Volunteer Service (1968)	1.50		
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C-5	Public Relations and Fund Raising (1968)	1.50		
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D-7	Production of Reading Materials (1970)	1.50		
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D-15	Preschool Services (From Birth to Six) (1979)	1.50		
D-16	Other Service Program (1979)	1.50		
D-20	Curriculum Planning and Evaluation (1979)	1.50		
D-21	Program for Multihandicapped Students (1979)	1.50		
D-22	Program for K-12 Students (1979)	1.50		
D-23	Program for Independent Living (1979)	1.50		
D-24	Educational Resources Program (1979)	1.50		
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D-26	Residential Living Program (1979)	1.50		
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D-28	Educational Diagnostic and Counseling Services (1979)	1.50		
E	Individual Staff Member Information Form (1977)	.10		
F	Evaluation Summary and Report (1979)	1.00		

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	Commission on Accreditation	1.00	_____	_____
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LOOK FOR THIS SYMBOL OF QUALITY SERVICE

Accreditation conveys public recognition that an organization meets nationally accepted standards for quality services for blind and visually handicapped persons, responsible management and accountability.